Ivybridge Primary School - Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	135
Proportion (%) of pupil premium eligible pupils	46
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	Sept 2025 – July 2028
Date this statement was published	Dec 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Jo Hilton
Pupil premium lead	Jo Hilton
Governor / Trustee lead	J. Sugden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,355.00
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£86,355.00

Pupil premium strategy plan

Statement of intent

At Ivybridge Primary we believe that all of our pupils, regardless of their individual circumstances, are entitled to the highest quality of education.

We ensure that the learning needs of all pupils, including those who belong to vulnerable groups, are met through consistently high-quality teaching and learning in the classroom, access to a wide range of opportunities within and beyond the curriculum and, where appropriate, intervention programmes for groups of children and individual pupils at risk of under achievement, including higher attainers.

The progress and attainment of all pupils throughout the school is carefully monitored and analysed, where challenges to pupil progress and achievement are identified we carefully research and select strategies to address these. These strategies are integral to our wider School Development Plan.

We recognise that not all pupils in receipt of free school meals are socially disadvantaged and that not all disadvantaged or vulnerable pupils are registered for free school meals. The profile of our school indicates that the majority of our pupils are disadvantaged in comparison to pupils nationally.

We therefore allocate Pupil Premium to support school improvement activities, including targeted support for groups and individuals who are identified through effective systems of assessment rather than assumptions about the impact of disadvantage. School Improvement activities and intervention programmes are selected carefully based on evidence (eg. from EEF) as to those most effective in overcoming specific challenges and barriers to pupil progress and attainment. Impact is carefully monitored, assumptions are not made on the basis of prior effectiveness.

This is a three-year plan but it is reviewed and amended annually based on current needs and evaluations.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1. Social Emotional and Mental Health Wellbeing	Observations and discussions with pupils and parents highlight that a significant proportion of pupils have social and emotional difficulties which impact on behaviour and their ability to focus on learning in school. An increased number of pupils in school have been identified as Young Carers as well as a significant number of pupils having ACEs (Adverse Childhood Experiences), the majority of whom are disadvantaged.
2.Access to quality books.	Observations and discussions with pupils and parents suggest that many pupils do not have access to books outside of school. Few make use of the local library.
3.Phonics and Early Reading	Internal and external data shows that pupils have greater difficulty in making expected progress in early reading (including phonics) than their peers nationally, placing them at a disadvantage when accessing the wider curriculum and learning opportunities.
4.Socio-economic disadvantage	Discussions with families indicate that many have very limited access to extra curricula activities (music tuition, sporting activities etc) outside of school. Parents often struggle to provide support with or resources for pupils to complete homework.
5.Socio-economic disadvantage	Observations and discussions with pupils suggested they have very limited life experiences (little exposure to the environment or activities outside of the immediate area). This significantly impacts on their ability to access the curriculum, to relate to and make links between learning in school.
6.Speech and Language	Assessments (internal and external) indicate that pupils enter school attaining well-below expected levels for their age group. In particular oral language skills are poorly developed and there are significant gaps in vocabulary.
7.Attendance	Whilst current attendance data is very positive, an ongoing, high level of monitoring and support for parents is required to ensure regular and punctual attendance of pupils at school.
8.Inclusion	Data shows that there are an increasing number of pupils starting school with significant additional needs. A disproportionate number of these pupils are also disadvantaged.
9. Low academic starting points.	Assessments (internal and external) indicate that pupils enter school attaining well-below expected levels for their age group.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Identified gaps in learning for pupils in all year groups, are closed so pupils move closer towards attaining ARE and a greater % of pupils are achieving RWM combined.	Internal and external data and analysis of assessments indicate that pupils are attaining in line with all pupils nationally.
Improved progress and attainment in reading, writing and maths across the school for pupils of all abilities.	External and internal data indicates that pupils reach at least expected levels in reading, writing and maths for their age group, including the development of phonics. Pupils enjoy reading, they read for pleasure and are able to discuss books they have read.
Pupils access a wide range of activities and experiences which enrich their lives and support their learning in school.	All pupils are able to access extra curricula provision in school. They are able to talk about their experiences (such as trips and visits) and relate this to their learning. Pupils have the opportunity to discover and develop their individual talents.
Pupils' behaviour in school ensures that there is little disruption to teaching and learning.	Observations and record keeping show that behavioural issues are infrequent in all areas of the school. External reports e.g. Peer Challenge and OFSTED reflect positively on pupil behaviour.
Pupils attend school regularly and punctually.	Attendance and punctuality data is at least maintained, it is in line with national expectations.
Pupils with additional needs make good progress from their starting points and access a full and rich curriculum.	Progress for pupils against their individual targets or ARE expectations (as appropriate) demonstrate good progress.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £55,050.00 (contribution from PPG to total costs)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Membership of PiXL – provision of assessment (including analysis), targeted intervention materials, high quality targeted teaching resources and strategies. Training for staff in effective use of data to support planning and teaching. Training for RSL to ensure effective implementation throughout the school.	Detailed analysis of standardised tests can support the identification of gaps in learning for classes, individuals and groups enabling class teaching and intervention programmes be planned to close these specific gaps. Internal data (and SATS) supports the use of this approach. This is also supported by evidence from the EEF "investment in the use of standardised assessments" (Pupil Premium – EEF Evidence Brief)	9, 6
Ongoing support for RWI to ensure consistent, highly effective teaching of phonics throughout the school. Training for staff in implementation of RWI. Identified phonics lead with dedicated time to support and monitor implementation throughout the school. Parent support sessions and purchase of online resources enabling parents to provide support in learning phonics at home.	DfE – The Reading Framework – Teaching the Foundations of Literacy (January 2022) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2, 3 & 6
Provision of resources – high quality text for classrooms and library. Purchase of licence for **Accelerated Reader** – providing progression pathways and assessment for independent reading	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf https://clpe.org.uk/system/files/CLPE%20Reading%20for%20Pleasure%202021_0.pdf	2, 3 & 4
Class budgets for subsidising trips and visits in order to increase pupils experience and knowledge of the wider environment.	Pupils need concrete first-hand experiences to develop vocabulary, knowledge and understanding. This provides secure foundations on which later learning can be built and concepts linked.	4 & 5

Employment of **SENCO who is a member of the SLT (DHT)** with dedicated time to provide support and CPD for staff across the school, ensuring quality first teaching and access to the full curriculum for all pupils.	Special educational needs and disability code of practice: 0 to 25 years (DfE January 2015)	7, 8 & 9
Employment of **highly skilled, experienced class teachers** to ensure consistent quality first teaching for all pupils. **Employment of skilled teaching** assistants to support whole class teaching and learning	"Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils" (Pupil Premium – EEF Evidence Brief)	3, 6, 8 & 9
Subscription to **White Rose Maths** to provide a consistent, progressive approach to the teaching of core mathematics skills across the school.	Improving Mathematics in the Early Years and Key Stage 1 (EEF – Jan 2020) – Makes 5 recommendations, the 4th recommendation is to ensure teaching builds on what children already know. This is also the first recommendation for improving mathematics at KS2.	9
Subscription to JIGSAW – PSHE scheme of work.	'Jigsaw, the mindful approach to PSHE (Personal, Social, Health Education), systematically develops children's inner worlds, empowering them as unique individuals enjoying positive relationships with self and others, and thereby becoming self-regulating effective learners with agency.' www.jigsawpshe.co.uk	1
Subscription to Jane Considine - The Write Stuff	Key benefits of The Write Stuff include: Support for teachers so that they have a deeper and more flexible knowledge of sentence structure. Pupils who understand how to apply sentence scaffolds to their independent writing as they develop their expertise. Standards improve because many worked examples are provided over the year that extend understanding through a wide range of genres and non-fiction text types. Children have a clear view of what high quality writing looks like and their learning is structured clearly and misconceptions dealt with. Pupils know how to improve their writing and make it more focussed and actionable feedback is provided to guide their learning. Children have a concept of how to build, plan and complete a piece of writing due to narrative maps and non-fiction shapes. Teachers have clear pathways of how to guide pupils in weak areas such as cohesion and paragraphs.	2 & 9

Targeted academic support (for example, one-to-one support, structured interventions)

Budgeted cost: £18,000 (contribution from PPG to total costs to supplement other funding streams)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small group tutoring and **Teaching Assistant Interventions** across the school. Sensory Circuits RWI Catch-up groups Wellcomm Year 6 Boosters	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 6, 8 & 9

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £13,633.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Head teacher working directly with new Attendance Champion to further raise the profile of attendance in school. **Subsidy for breakfast club** to support punctual attendance of identified pupils.	Working together to improve school attendance Guidance for maintained schools, academies, independent schools, and local authorities (DfE May 2022)	1 & 7
Teaching Assistant trained as **ELSA**, supporting individual pupils.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1 & 8
Training of two teaching assistants to deliver 'Drawing	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1 & 8

and Talking Therapy.		
Class trips are offered to children who are eligible for PP at a 50% discount	Allows for parents to continue to make voluntary contributions, but at a more affordable rate.	5
Additional Private Music Lessons are offered to Pupil Premium children at a discounted 50% rate	Allows for children to participate in extra curriculum activities, providing them opportunities beyond that which would normally be unobtainable.	4
Introduction of a young carers group to run during the school day.	School will identify and support young carers across the school so they feel recognised, included, and equipped to achieve their full potential.	1

Total budgeted cost from PPG/Recovery Premium:

£86,355.00

(86,683.00 spend)

Review of the previous academic year

Outcomes for disadvantaged pupils

The attainment of disadvantaged pupils (at a class level) varies throughout the school due to the impact of factors such as SEND and statistically small numbers of pupils in some classes (1 form entry). Overall data indicates that FSM pupils attaining similar levels to peers in school, although, this does vary between classes.

Results	Phonics	KS2 Reading	KS2 Maths	KS2 Writing	KS2 RWM
All Pupils	93%	81%	88%	88%	69%
National	80%	75%	74%	72%	62%
School FSM	100%	75%	88%	75%	50%
School Not FSM	89%	88%	100%	88%	88%

Subject	Year	Eligible for Free School Meals	Well Below	Below	Just Below	At	Above
Mathematics	1	Y — (8)	0	0	50%	50%	0
		N — (10)	10%	10%	30%	50%	0
	2	N — (7)	0	0	14.29%	71.43%	14.29%
		Y — (6)	0	0	0	83.33%	16.67%
	3	Y — (6)	33.33%	0	0	50%	16.67%
		N — (9)	11.11%	11.11%	11.11%	44.44%	22.22%
	4	Y — (9)	44.44%	0	11.11%	44.44%	0
		N — (13)	30.77%	7.69%	7.69%	53.85%	0
	5	N — (10)	0	0	20%	60%	20%
		Y — (7)	42.86%	0	14.29%	28.57%	14.29%
	6	Y — (18)	38.89%	11.11%	16.67%	22.22%	11.11%
		N — (10)	10%	10%	20%	50%	10%

Subject	Year	Eligible for Free School Meals	Well Below	Below	Just Below	At	Above
Reading	1	Y — (8)	0	0	37.5%	62.5%	0
		N — (10)	10%	0	20%	70%	0
	2	N — (7)	0	0	14.29%	57.14%	28.57%
		Y — (6)	0	0	0	66.67%	33.33%
	3	Y — (6)	33.33%	16.67%	0	16.67%	33.33%
		N — (9)	11.11%	22.22%	0	55.56%	11.11%
	4	Y — (9)	44.44%	0	11.11%	33.33%	11.11%
		N — (13)	23.08%	0	30.77%	23.08%	23.08%
	5	N — (10)	10%	0	20%	50%	20%
		Y — (7)	28.57%	14.29%	14.29%	28.57%	14.29%
	6	Y — (18)	27.78%	5.56%	16.67%	50%	0
		N — (10)	10%	20%	10%	60%	0

Subject	Year	Eligible for Free School Meals	Well Below	Below	Just Below	At	Above
Writing	1	Y — (8)	0	0	50%	50%	0
		N — (10)	20%	0	30%	50%	0
	2	N — (7)	0	14.29%	0	71.43%	14.29%
		Y — (6)	0	0	16.67%	50%	33.33%
	3	Y — (6)	33.33%	16.67%	0	50%	0
		N — (9)	11.11%	44.44%	0	44.44%	0
	4	Y — (9)	33.33%	11.11%	11.11%	44.44%	0
		N — (13)	23.08%	23.08%	7.69%	46.15%	0
	5	N — (10)	10%	0	30%	40%	20%
		Y — (7)	57.14%	0	0	28.57%	14.29%
	6	Y — (18)	38.89%	11.11%	27.78%	22.22%	0
		N — (10)	10%	20%	20%	40%	10%

Subject	Year	Eligible for Free School Meals	Well Below	Below	Just Below	At	Above
Combined	1	Y — (8)	0	0	50%	50%	0
		N — (10)	20%	0	30%	50%	0
	2	N — (7)	0	14.29%	0	85.71%	0
		Y — (6)	0	0	16.67%	66.67%	16.67%
	3	Y — (6)	33.33%	16.67%	0	50%	0
		N — (9)	11.11%	44.44%	0	44.44%	0
	4	Y — (9)	44.44%	0	11.11%	44.44%	0
		N — (13)	38.46%	7.69%	15.38%	38.46%	0
	5	N — (10)	20%	0	30%	30%	20%
		Y — (7)	57.14%	0	0	28.57%	14.29%
	6	Y — (18)	44.44%	16.67%	22.22%	16.67%	0
		N — (10)	20%	20%	30%	30%	0

Externally provided programmes (2025/26)

Programme	Provider
PiXL Assessments and Therapies	PiXL Club
RWI	Ruth Miskin
Accelerated Reader	Renaissance Learning
White Rose Maths	White Rose Maths
The Write Stuff	Jane Considine
Jigsaw PSHE Curriculum	Jigsaw